DOCUMENT RESUME

ED 221 619 UD 022 501

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TITLE Project for Minorities and Women in Research. Final Report of a Model to Increase Participation of Minorities and Women in Educational Research.
INSTITUTION Texas Univ., Austin.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 31 Dec 81
GRANT G-78-0227
NOTE 17p.; For a related document see ED 192 630.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Research; Educational Researchers; *Females; Financial Support; Graduate Students; Higher Education; Information Dissemination; Information Networks; *Minority Groups; Postdoctoral Education; *Professional Training; Program Implementation; *Research Skills; *Skill Development

ABSTRACT

A 3-year project was established at the University of Texas at Austin to enhance the educational research skills of minorities and women. The project emphasized four areas: (1) support of participants' research efforts through financial aid for research activities, training seminars, opportunities to engage in research projects, access to support services, and opportunities to publish research findings; (2) participation in advanced levels of educational research design/methodology, report publishing/editing, ethnographic research and computer utilization, and through attendance at conferences; (3) development of communications networks and dissemination of research results through publications, newsletters, and conferences; and (4) project evaluation/revision, and development of a model to guide policy and practices in other institutions involved in enhancing research opportunities for minorities and women. The support provided by the project helped seven participants to complete the doctorate degree and encouraged other participants to pursue further educational research activities. Other project outcomes included a questionnaire on support systems for Hispanic graduate students; a study on predictable characteristics of children's literature books in Spanish; a library collection of materials on women and minorities in educational research; and published reports on specific projects. The model was found viable for implementation, with appropriate modifications, in other institutions. (MJL)

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Project for Minorities and Women in Research
Final Report of a Model to Increase Participation of Minorities and Women in Educational Research

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December 31, 1981

Funded by the National Institute of Education
Grant # NIE-G-78-0227

UD 022 501

PROJECT FOR MINORITIES AND WOMEN IN RESEARCH

Abstract

The Project for Minorities and Women in Research funded by the National Institute of Education for a three year period began its operation in September, 1978 at The University of Texas at Austin. The program proposed for the Project had as its goal to increase the available pool of trained minority and women educational researchers by providing training opportunities to increase/enhance the participants' research skills. The emphasis of the Project concentrated on the four areas which were the basis for its initiation: 1) to support research efforts of participants, 2) to provide the training needed to participate in an advanced level of educational research, 3) to foster development of communications networks, and 4) to collect information from implementation of this model that can be utilized to assist institutions to establish policies and practices that enhance opportunities for minorities and women at research institutions.

Support for participants included:

1. Stipends for post-doctoral and pre-doctoral participants to support research projects and opportunity to participate in the Project's special activities and team research projects to increase research skills and support services such as statistician consultant services, computer time, library resources, etc;
2. Training activities that included Montly Seminars conducted by the program director, post-doctoral participants and other established scholars in relevant fields; and Special sessions (five per year) conducted by nationally recognized researchers; opportunities to engage in team research projects and in individual research; and
3. Opportunity to engage in publication of research findings through Project director's efforts to complie, edit and find publishers for participant's research reports and articles.

Training sessions took place once a month for two days on weekends. The focuses of these training sessions were:

1. Research methodologies, problems of research design, data coding, and ethnography research and its applications;
2. Publishing educational research and editing research publications;
3. Utilization of Computer Systems; and
4. Participant attendance and presentations at special sessions of the American Educational Research Association conferences.

Networking efforts focused on increasing communication at the local, state and national levels and included circulation of newsletters and interaction at conferences.

Dissemination and Publication efforts included training in writing for publication, providing opportunities to include papers in project publications and peer encouragement by way of review and suggested revision of each others work.

Development and Implementation of Model was based on the internal evaluation conducted by the Project through monthly progress reports, individual session evaluation, and annual program evaluation which addressed the program's and the participant's effectiveness in carrying out their responsibilities. This procedure was mainly formative and was utilized to re-direct program planning and model implementation.

PROJECT FOR MINORITIES AND WOMEN IN RESEARCH

FINAL REPORT

First Year

The Project for Minorities and Women in Research at The University of Texas at Austin began its operation in September, 1978. The program proposed for the Project had as its goal to increase the available pool of trained minority and women educational researchers by providing training opportunities to increase/enhance the participants' research skills. The emphasis of the Project concentrated on the four areas which were the basis for its initiation: 1) to support research efforts of participants, 2) to provide the training needed to participate in an advanced level of educational research, 3) to foster development of communications networks, and 4) to collect information from implementation of this model that can be uitlized to assist institutions to establish policies and practices that enhance opportunities for minorities and women at research institutions.

Support

The Project set the following activities as necessary in providing support for participants:

1. Stipends for four post-doctoral participants and eight pre-doctoral participants and opportunity to participate in the Project's special activities and research projects to increase research skills;

2. Special activities that included Monthly Seminars conducted by the post-doctoral participants and other established scholars in relevant fields from this and other institutions in this region;

3. Special Sessions (five per year) to be conducted by nationally recognized researchers;

4. Opportunities to engage in team research projects and in individual research projects;

5. Access to support services such as statistician consultant services, computer time, library resources, etc; and

6. Opportunity to engage in publication of research findings through a Project compiled booklet of reports of studies conducted.

Training

The training activities were the ones that received the most attention. These activities were designed by the Project staff after conducting a needs assessment (Appendix D) which served as both the pre- and post-assessment instrument for the Project. The staff utilized the feedback from this instrument as the basis for planning the training sessions for the Project year. The training sessions took place once a month for two days on weekends. The agendas for these sessions are provided in Appendix A.

The focuses of these training sessions were:

1. Research methodologies and their applications;
2. Publishing educational research;
3. Editing research publications;
4. Data coding;
5. Problems in research design;
6. Research and development and its various settings;
7. A special session at the American Educational Research Association conference in San Francisco;
8. Ethnography research and its applications; and
9. Editing procedures for publishing a research monograph.

In addition to these sessions, a ten-hour intensive training activity on the utilization of the TAURUS Computer System was held at the Southwest Educational Development Laboratory (SEDL). Please see Appendix F for the training schedule.

Networking

In order to create an awareness of its program activities and to initiate the development of networks among minority scholars, the Project circulated two newsletters to over 300 individuals and institutions throughout the nation. These newsletters (Appendix G) were written by the participants and edited by the Project director. Within the University community, these newsletters were circulated to the various academic departments.

All of the networking efforts focused on increasing communication at the local, state and national levels.

Dissemination and Publication

The dissemination of findings through publication is the ultimate aim of research and the most difficult stage. Various activities and efforts were

implemented to facilitate success in this area. One monthly session featured three journal editors, whose presentations focused on the submission-publication procedure.

The major activity for this sub-system was a proposed edited publication of participants' papers. In preparation for this final product, an experienced writer presented a session on preparation of manuscripts for publication. The Project director conducted a session which included a procedure for revision of articles and structured a peer review for participants to review each other's work. Opportunity was provided for participants to volunteer to be reviewers for a research journal.

The support that participants desired from the Project and from each other in this area provided encouragement for them to submit papers to journals for publication. Some participants reported that they had acquired more confidence in their ability to write for publication.

Development and Implementation of Model

The development of the proposed model was based on the internal evaluation conducted by the Project. This procedure was mainly formative and was utilized to re-direct program planning and model implementation. Model development activities included:

1. Monthly progress reports (Appendix H) which provided information on the status of the participants' academic and research activities;

2. Individual session evaluation (Appendix I), which were used to gauge the effectiveness of the training activity;

3. At the end of the program year each participant filled out a total program evaluation form (Appendix J) and a feedback form (Appendix K) which addressed the program's and the participant's effectiveness in carrying out their responsibilities.

The data from these evaluation instruments was used in planning and revamping the program's 1979-80 scope of work and the final model design.

Second Year

The 1979-80 Project continued to design activites toward accomplishing the two main goals of the project: 1) to provide skills and training for minorities and women and 2) to increase the available pool of men and women educational researchers having access to research and training institutions.

Support

In order to provide support for research projects, scholarships were awarded to participants to cover expenses incurred in the pursuit of individual project and related academic needs. The individual projects were based on the proposal submitted during application to the program. While participants conducted their individual research projects, they also engaged in team projects (Appendices L and M). Directed by the Project director and the post-doctoral participants, the objective of the team project for the 1979-80 PMWR interim was the design of a questionnaire to determine the support systems of minority graduate students. This was in keeping with the original proposal of a team projects component in the 1978-79 PMWR grant. They were conceptualized as the hands-on experience following each phase of the research process under discussion at each session (finding a research topic, designing the research methodology, and analyzing data collected).

Typing services and postage assistance was given as support serivces. Also involved were computer library searches. If the participants requested more time for the next meeting, it was given. The final meeting output from both groups decided the the two questionnaires from each group would be synthesized by two post-docs. Other support services provided for participants' research included tutoring in statistics and computer programming assistance; travel money available for participants who had to travel to monthly training sessions; and travel funds for attendance at national research or professional conferences. Books, manuals and other bibliographical materials were bought, xeroxed or distributed to participants for support of certain training sessions and research needs.

Training

The implementation of the PMWR model during the 1979-80 interim consisted of a monthly meeting format (Friday afternoon and all day Saturday). Based

on the first year PMWR participants' recommendations, the sessions were designed to further maximize research skills by covering the entire research process: 1) conceptualization of the problem, 2) hypothesis formulation, 3) research design and methodology, 4) questionnaire development, and 5) data collection and ethics. Other areas explored included: 1) utilization of computer systems (SPSS and TAURUS), 2) mentorship, 3) grantsmanship and 4) publication and editing procedures of journal articles and manuscripts (see Appendix E for agendas of monthly sessions).

A human relations element entered the design of the sessions at the very beginning because the need was felt by first year participants for the development of firmer networking ties between the participants and prospective consultants. While programs such as assertiveness training and a minority panel were thought to dwell on the exploration of human interaction, it became apparent that the cohesiveness of the group, the development of pper groups, was not there. It was suggested by both former and new participants that a facilitator whose objective was to work through personal or group conflicts as an observer of interaction would help the group to gain this state.

Another example of heeding concerns was the change in the consultant presentations. Presentations by nationally recognized consultants were reduced to one each day rather than two on the same day. Also, only specific questions were outlined for consultants to cover. People were encouraged to freely communicate with one another, using social committees to get people together. It was planned to continue the use of an outside facilitator for next year's Project.

Networking

Phase I of the Project developed the processes of the model through a team approach; in the 1979-80 term, Phase II implemented it through both individual and team approaches. The basic goals of Phase II were to increase 1) participation in research, 2) access to a communications network, 3) the opportunities to publish, and 4) the development of research skills. An examination of the various activites of the 1979-80 participants demonstrated that this was accomplished, especailly the establishment of communications networks.

Phase III also placed a heavy emphasis on the realtionship between former PMWR participants (Cohorts 1, first year post-docs, and 2, first year pre-docs)

and the newly selected PMWR participants (Cohorts 3, second year post-docs, and 4, second year pre-docs). (Appendix N outlines the Cohort System.) At this level (local), participants developed a support system and communications network through participation at seminars and involvement in team research projects and were provided an opprotunity to establish a professional relationship.

Another example of a communications network developing to enable participants to exchange information regarding research and employment was the participation of a former PMWR participant who was one of three individuals on a panel concerning minority roles in various organizational settings. Three other PMWR participants contributed their time as consultants to the new group by sharing their research. These three were re-selected to be 1979-80 participants.

Former PMWR participants often attended the monthly meetings and shared information about coming conferences and meetings which they had attended. The second-year post-docs (Cohort 3) aimed to continue to or develop research skills as post-docs, to continue to develop mentor relationships with persons at the national level and to serve as role models and guides for the Cohort 4 level participants (second-year pre-docs). The Cohort 4 level participants also had as their objective to develop research skills, to develop mentor relationships with previous participants and second year post-docs and to develop mentor relationships with individuals at the national level.

At the national level, networking activities included the attendance of six PMWR participants at the national AERA Boston Conference in April (Appendix O). In addition, most of the 1979-80 PMWR participants presented papers at various conferences, such as the Southwest Education Research Association, the Texas Department of Community Affairs, South Texas Education Center, American Education Research Association, St. Edward's Education Department, a Film Forum, Austin Independent School District, San Antonio Independent School District, a Women in Transition conference at Texas A & I University, a Region XIII seminar in Parent Advisory Council for Migrant Education Administrators, and at a national agency in Lesotho, Africa. In addition, the publication of a newsletter furthered the efforts to establish the communications network (Appendix G).

Dissemination and Publication

The development of the dissemination of the participants' research efforts was demonstrated in a number of ways: through proposals, data collection and their individual research findings. This development included proposals written by various participants to HEW on Hispanic access to services, to SEDL on the Family and Community Project, to the National Institute of Health and also to the National Institute of Juvenile Justice and Delinquency Prevention. Several participants were encouraged to write articles which were submitted to and published by the following journals: Journal of Personnel and Guidance, Journal of Hispanic Behavior, Hispanic Journal of Behavioral Sciences and the Journal of Psychology.

Development and Implementation of Model

In order to provide ongoing information related to the development and implementation of the model and participant satisfaction and program effectiveness, a monitoring/self-evaluation system which was implemented during the first year of the Project was used. This formative approach provided vital information in making necessary programmatic changes to enhance model effectiveness. The evaluation was approached with two major goals in mind: first, to provide information in regard to achievement of the goals and objectives of the program, and second, to explore consequences which may have resulted from program activities and services. It was intended that the information gained would be utilized both to make on-going programmatic changes and also be helpful in program planning for the following project year. The approach used in this self-evaluation included the following items: 1) participant self-report, 2) a pre-post testing to assess participants perceived knowledge and prior experience in research-related activities, 3) monthly workshop evaluation questionnaires which were distributed at the end of each monthly session, and 4) a Goal Attainment Questionnaire (Appendix J) administered at the end of the Project year.

Third Year

Support

The Project for Minorities and Women in Research commenced its third year of operations in October, 1980. The Project continued support for the participants in the form of stipends for research, travel, computer time, and statistical tutoring.

Training

It was planned to re-focus the training aspect of the project for the 1980-81 year. An added feature to the training and research skill development area was more comprehensive coverage of computer utilization and computer statistical software. The facilities at the Computation Center at UT were utilized, as well as obtaining a statistical package, Computer Assisted Data Analysis (CADA), and training from the personnel at the University of Iowa. Greater efforts were expended on obtaining library materials related to all phases of the research process, including audio and visual tapes.

The sequence and format of the PMWR followed those of the previous two years of the project. Content for the program agenda and names for project consultants were recommended by the 1979-80 PMWR participants. The new participant group was presented with a suggested program agenda and dates, and they determined the final project activities.

The emphasis on computer utilization skills as a primary program feature made it essential to use the professional services of various local and out-of state computer and analysis experts. Two statistical programs were the subject of at least three program sessions: the SPSS program presently incorporated into the UT computer system and CADA, computer assisted data analysis, purchased by PMWR for installation by UT computer center and use by university-wide clientele. One objective was to increase familiarity with UT's own computer system in order to access programs like SPSS or for editing purposes. Because many doctoral and post-doctoral educational researchers use SPSS for analysis, procedures for accessing the SPSS programs were discussed and the types of analysis techniques like multiple regression, freguencies, and t-tests could be used. Consultants with expertise in the technique of CADA were brougt to the Austin site to discuss and demonstrate how to use it and its various uses. Problems in translation of data into that language used by CADA were solved by communication and cooperation of UT computer programmers.

This was an expansion of PMWR activities to increase its activities into system-wide usage of this program.

Networking

The 1980-81 Project continued to refine the networking activities of the previous years by continuing to encourage interaction of the participants with nationally recognized consultants, with previous cohorts, and with other persons attending conferences. The project also encouraged the attendance of the participants at national conferences, both as presenters and as active members of the various groups and committees.

In August, 1980 and September, 1980, the Project sponsored two mini-conferences which the participants initiated, planned and organized with the help of the Project Director (see Appendix P for programs). The August conference, entitled "Early Childhood Education Forum: A Bilingual Perspective," focused on three areas of bilingual education: Language Influences, Cultural Influences and Classroom Speakers. Speakers included such nationally-known educators as Dr. Blandina Cardenas, U.S. Commission on Civil Rights, Dr. Carlos Arce, University of Michigan, and Dr. Leonard Valverde, University of Texas. Other speakers were drawn from all over the U.S. including Arizona, California, Illinois, Florida, New Mexico, Maryland, and Washington, D.C.

The September conference was entitled "Y Ahora Que? Issues in Educational Research and Practice." The keynote speaker was Dr. Tomas Arciniega, Vice President for Academic Affiars, California State University at Fresno, who spoke on "Higher Education for Hispanics: Research and Practice." Other speakers included Dr. Steve Jackson, Bilingual Specialist, Intercultural Development Research Association in San Antonio, Dr. Manuel Ramirez, Professor of Psychology at UT-Austin, and Ms. Norma Solis, Attorney, Mexican-American Legal Defense Fund.

Dissemination and Publication

The Project continued to publish the PMWR Newsletter with the coordinated efforts of the participants and Project staff. Also, monthly sessions included several publication workshops which added encouragement to the participants for them to submit their work to journals and magazines. The Project Director was editor for three publications: Early Childhood Education: An

Hispanic Perspective, Education and Chicanos: Issues and Research, and a special issue of the Hispanic Journal of Behavioral Sciences. All of these works of collected papers included papers by Project participants.

Development and Implementation of Model

Efforts to development/implement the model were continued. A final version of this model is described in the Acevedo/Escobedo chapter of Education and Chicanos. Parts of this plan were included in a University of Texas plan to increase minority enrollment.

Achievements and Products

Achievements

During the course of the program achievements were made in various areas. While these are not transportable and cannot be classified as products per se, they are impressive advancements.

The support provided by the Project aided seven pre-doctoral participants in completing the doctorate degree. They all advanced in their program of work. Recipients included: 1) Dr. Sally Andrade (1979); 2) Dr. Baltazar Acevedo (1979), 3) Dr. Patsy Mendoza (1980); 4) Dr. Ed Rincon (1980); 5) Dr. Imelda Rodriguez (1981); 6) Dr. Leslie Huling (1981); and 7) Dr. Ellen Clark (1981).

Of the post-doctoral participants, at least three were influenced to pursue activities or careers that focused on educational research. Dr. Anna Gonzalez, who had been a counselor for the Texas State Schools, accepted a position at Colorado State University where she would be involved in educational research. Dr. Juliet Garcia, an Assistant Professor at a small college, Texas A & I University in Brownsville, was able to develop research activities and participate in research and development networks. Dr. Leo Juarez, an Associate Professor at a small university, came back to pursue courses toward a second doctorate that emphasized research skills.

The center-directed research, team research projects, resulted in two projects:

1) Support Systems of Hispanic Graduate Students (questionnaire)
2) Predictable Characteristics of Children's Literature Books in Spanish

Collection of materials included:

15 Taped PMWR lecture presentations (Appendices)

Library Collection: Pamphlets, books and manuscripts concerning women and minorities in educational research and organizations

Three endeavors provided excellent opportunities to disseminate information and research results:

1) American Educational Research Association National Conference Presentations (description attached, Appendix O)

2) PMWR Newsletters: Volume 1, #1 and #2 (1979)
Volume 2, #1 and #2 (1980)
Volume 3, #1 (1981)

3) PMWR Papers, 1981 (in progress)

Products

Several publications were products of the Project (copies attached):

Books

Education and Chicanos: Issues and Research (1981)

*Early Childhood Bilingual Education: An Hispanic Perspective (1982)

*Hispanic Journal of Behavioral Sciences, special issue

Articles

"Predoctoral-Postdoctoral Collaborative Efforts. . .," Journal of Educational Equity and Leadership

"Are Hispanic Women in Higher Education the Nonexistent Minority?" Educational Researcher

Project for Minorities and Women in Research Status Report (ERIC)

*Rough drafts submitted to Project Officer. Published copies will be furnished when available.

Future Directions

Efforts of the Project for Minorities and Women in Research proved fruitful in the various areas addressed; it was shown that support, training and opportunities to develop contacts (networking) and to publish do aid to increase the number of minorities and women in educational research. The model developed through the project's efforts is a viable one that can be implemented again and can be modified to fit the situation.

Future efforts utilizing this mode, or similar efforts, should be modified for use at the initial stage of graduate study. This suggestion is based on the finding that few minority women (in this case Mexican-Americans) were available at the dissertation level of graduate work and were almost non-existant at the post graduate level. The attrition rate of first year graduate Hispanic students is especially high and efforts to increase retention and successful completion of the doctoral degree should be addressed; this would then increase the available pool of post graduate minority researchers. That is not to say that efforts at the post doctoral level are not needed; efforts at this level would require another modification of the model.

The few minority, post graduate scholars are indeed in need of support to attain tenure/status at their institutions. Their situation is accentuated by the extreme isolation of being the only one or one of a very few at any institution. Modifications of this model developed could include the following:

1) Support for individuals from different institutions to work together;
2) seminars held every three or four months, of at least two days each, to provide interaction and enhancement of research skills; another scheme would be to provide summer sessions of from four to six weeks in length;

3) provision of release time for research and writing and release time to become "visiting" scholars at other institutions;

4) aid for travel to conferences or for special research projects; and

5) opportunities to publish by negotiating with editors of major journals to review/accept papers from minority scholars on a regular basis and/or through special issues.

The tightening economy of the present in all probability will affect the undergraduate population of minorities able to attend institutions of higher education. This should also be a major concern, for it is these young individuals who could be the graduate and post graduate scholars of the future. Efforts and support at this level are of extreme importance if minorities and women are to continue entering graduate schools and providing leadership at research institutions.

LIST OF APPENDICES

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